



# 2023–2026 Operational Plan

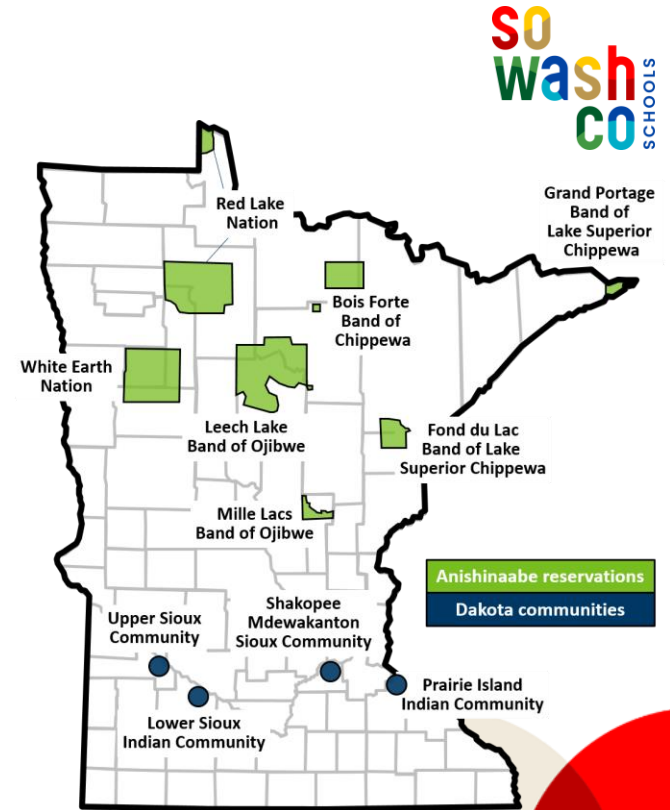
February 1, 2024

# Land Acknowledgement

"We would like to acknowledge that the land on which we gather is the land of the Mdewakanton (Mid-ah-wah-kah-ton) Dakota people. Mdewakanton means, "dwellers of the spirit lake."

*Be a Good Ancestor*

Leona Prince and Gabrielle Prince





## MISSION

The mission of SoWashCo Schools is to educate students for success.

## VISION

SoWashCo Schools will lead by example – working together with students, staff, families and community to support each student.

## CORE VALUES



### CONNECTIONS

Building meaningful relationships through empathy, kindness, patience, and respect that lead to trust and understanding.



### INTEGRITY

Demonstrating care, reliability, and honesty while keeping students at the center of decision-making.



### EQUITY

Ensuring each individual receives what they need to reach their full potential.



### EXCELLENCE

Setting a high standard through quality instruction and opportunities with a focus on continuous improvement and risk-taking.



### EDUCATIONAL INNOVATION

Educating students through new ideas and methods that increase student engagement, and encourage creativity, critical thinking, and collaboration.

## STRATEGIC DIRECTIONS

### THE STUDENT EXPERIENCE

We will develop and implement systems that promote positive student interactions, amplify student voice, accept students for who they are, and welcome each of them as part of our community.

### MASTERY OF LEARNING AND EXPECTATIONS

We will ensure student success by setting clear expectations, personalizing learning experiences, and encouraging students to own their education.

### STUDENT PATHWAYS AND SUPPORTS

We will provide meaningful and relevant learning opportunities, and establish a system of academic and social-emotional support based on the needs of each student.

### OPERATIONS STAFFING AND FINANCE

We will invest in our employees, and be accountable for effective and efficient management of resources.

### ENGAGEMENT AND PARTNERSHIPS

We will work together to promote engagement and the sharing of resources to build stronger family and community connections.

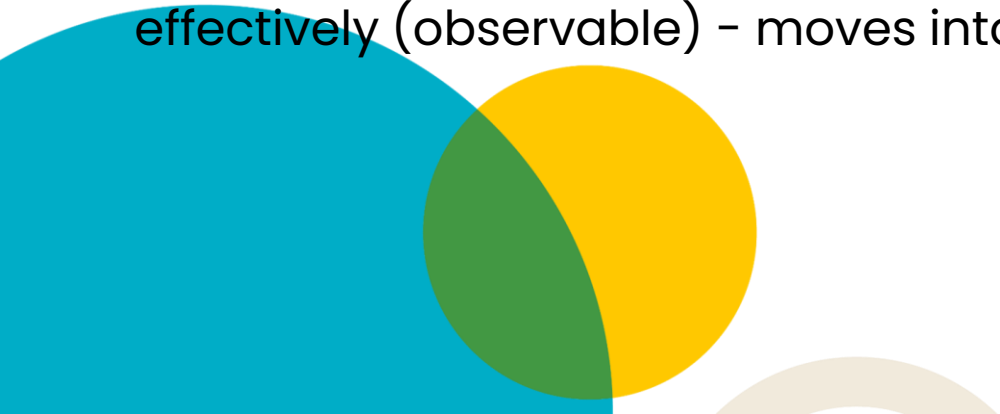
# Strategic Plan Work Defined



**Learning Work:** Research, testing and development of possible initiatives

**Implementation Work:** Securing resources, creating processes and procedures, providing professional development and developing evaluation metrics to ensure successful implementation

**Standard Work:** Established, with at least 80% applying the initiative effectively (observable) – moves into continuous improvement cycle





# Student Experience

We will develop and implement systems that promote positive student interactions, amplify student voice, accept students for who they are, and welcome each of them as part of our community.

# Why

We will develop and implement systems that promote **positive student interactions**, amplify **student voice**, **accept** students for who they are, and **welcome** each of them as part of our community.

## CORE VALUES



### CONNECTIONS

Building meaningful relationships through empathy, kindness, patience, and respect that lead to trust and understanding.



### INTEGRITY

Demonstrating care, reliability, and honesty while keeping students at the center of decision-making.



### EQUITY

Ensuring each individual receives what they need to reach their full potential.



### EXCELLENCE

Setting a high standard through quality instruction and opportunities with a focus on continuous improvement and risk-taking.



### EDUCATIONAL INNOVATION

Educating students through new ideas and methods that increase student engagement, and encourage creativity, critical thinking, and collaboration.

# Our Big Work 2023-24



Learning Work	Implementation Work	Standard Work
<p><b>HIGH SCHOOL REDESIGN</b></p> <ul style="list-style-type: none"> <li>Needs Assessment</li> <li>Research and Design</li> <li>Focus Groups/Surveys</li> </ul> <p><b>SCHOOLWIDE SOCIAL EMOTIONAL LEARNING (SEL)</b></p> <ul style="list-style-type: none"> <li>Conscious Discipline High School</li> </ul> <p><b>DISTRICT WIDE LITERACY INITIATIVES</b></p> <ul style="list-style-type: none"> <li>Secondary Disciplinary Literacy</li> </ul>	<p><b>SCHOOLWIDE SOCIAL EMOTIONAL LEARNING (SEL)</b></p> <ul style="list-style-type: none"> <li>Conscious Discipline Middle School</li> <li>High School Student Unions/Clubs</li> <li>Transition Grades Registration Processes</li> <li>High School Student Reteach/Relearn time (WIN, ACE, etc)</li> </ul> <p><b>DISTRICTWIDE LITERACY INITIATIVES</b></p> <ul style="list-style-type: none"> <li>Data System for Reading Progress (IRLA)</li> <li>READ Act Training</li> <li>Screening Tools</li> </ul> <p><b>SAFE AND SECURE SCHOOLS</b></p> <ul style="list-style-type: none"> <li>Non-Exclusionary Discipline Practices</li> <li>Restorative Circles</li> <li>Cultural Liaison Roles</li> <li>Racial Harm Incident Response</li> <li>Middle School Student Inclusion Center</li> </ul>	<p><b>SCHOOLWIDE SOCIAL EMOTIONAL LEARNING (SEL)</b></p> <ul style="list-style-type: none"> <li>Conscious Discipline Elementary</li> <li>Responsive Classroom Elementary</li> <li>Middle School Advisory</li> </ul> <p><b>DISTRICTWIDE LITERACY INITIATIVES</b></p> <ul style="list-style-type: none"> <li>Common Core Resource for Elementary (American Reading Company - ARC)</li> </ul> <p><b>STUDENT AMBASSADORS</b></p> <ul style="list-style-type: none"> <li>School Ambassador</li> <li>District Ambassador Representatives</li> </ul> <p><b>SCHOOL IMPROVEMENT PLANS (SIP)</b></p> <ul style="list-style-type: none"> <li>Requirements for student experience components</li> <li>High quality, Measurable Site goals</li> </ul> <p><b>SAFE AND SECURE SCHOOLS</b></p> <ul style="list-style-type: none"> <li>District Student Handbook and Annual Notifications</li> <li>Standardized Bullying and Harassment Training, Support and Investigation Processes</li> <li>Standardized Physical Safety Expectations</li> <li>High School Student Inclusion Center</li> </ul>

# Our Big Work 2024-25

Learning Work	Implementation Work	Standard Work
<p><b>DISTRICTWIDE LITERACY INITIATIVES</b></p> <ul style="list-style-type: none"> <li>• Secondary: Student Voice in Importance of Literacy</li> <li>• Disciplinary Literacy</li> </ul> <p><b>SCHOOLWIDE SOCIAL EMOTIONAL LEARNING (SEL)</b></p> <ul style="list-style-type: none"> <li>• Conscious Discipline High School</li> </ul>	<p><b>DISTRICTWIDE LITERACY INITIATIVES</b></p> <ul style="list-style-type: none"> <li>• Disciplinary Literacy</li> <li>• READ Act Training</li> <li>• Screening Tools</li> <li>• Intervention – Secondary</li> </ul> <p><b>HIGH SCHOOL REDESIGN</b></p> <ul style="list-style-type: none"> <li>• Curriculum/Course Development</li> <li>• Scheduling Options</li> <li>• Graduation Requirements</li> <li>• Communication Plan to Families/Staff/Students</li> </ul> <p><b>SCHOOLWIDE SEL</b></p> <ul style="list-style-type: none"> <li>• Conscious Discipline Middle School</li> </ul> <p><b>SAFE AND SECURE SCHOOLS</b></p> <ul style="list-style-type: none"> <li>• Restorative Circles</li> <li>• Integration of Services</li> <li>• Districtwide Mental Health Service Alignment</li> </ul>	<p><b>SCHOOLWIDE SOCIAL EMOTIONAL LEARNING (SEL)</b></p> <ul style="list-style-type: none"> <li>• High School Student Unions/Clubs</li> <li>• Transition Registration Processes</li> <li>• HS Student Reteach/Relearn time (WIN, ACE, etc)</li> </ul> <p><b>DISTRICTWIDE LITERACY INITIATIVES</b></p> <ul style="list-style-type: none"> <li>• Common Core Resource for Elementary (American Reading Company – ARC)</li> <li>• Data System for Reading Progress (IRLA)</li> </ul> <p><b>STUDENT AMBASSADORS</b></p> <ul style="list-style-type: none"> <li>• School Ambassador</li> <li>• District Ambassador Representatives</li> </ul> <p><b>SCHOOL IMPROVEMENT PLANS (SIP)</b></p> <ul style="list-style-type: none"> <li>• Requirements for Student Experience Components</li> <li>• High Quality, Measurable Site Goals</li> </ul> <p><b>SAFE AND SECURE SCHOOLS</b></p> <ul style="list-style-type: none"> <li>• District Student Handbook and Annual Notifications</li> <li>• Standardized Bullying and Harassment Training, Support and Investigation Processes</li> <li>• Standardized physical safety expectations</li> <li>• Non-Exclusionary Discipline Practices</li> <li>• Cultural Liaison Roles and Supports</li> <li>• Racial Harm Incident Response</li> <li>• Middle School and High School Student Inclusion Centers</li> </ul>





# MASTERY OF LEARNING AND EXPECTATIONS

We will ensure student success by setting clear expectations, personalizing learning experiences, and encouraging students to own their education.

# Why

We will ensure **student success** by setting **clear expectations**, personalizing learning experiences, and encouraging **students** to **own** their **education**.

## CORE VALUES



### CONNECTIONS

Building meaningful relationships through empathy, kindness, patience, and respect that lead to trust and understanding.



### INTEGRITY

Demonstrating care, reliability, and honesty while keeping students at the center of decision-making.



### EQUITY

Ensuring each individual receives what they need to reach their full potential.



### EXCELLENCE

Setting a high standard through quality instruction and opportunities with a focus on continuous improvement and risk-taking.



### EDUCATIONAL INNOVATION

Educating students through new ideas and methods that increase student engagement, and encourage creativity, critical thinking, and collaboration.

# Our Big Work 2023-24



Learning Work	Implementation Work	Standard Work
<p><b>WORLD'S BEST WORKFORCE</b></p> <ul style="list-style-type: none"><li>• Determining Implications of the READ ACT for All Levels</li><li>• Identifying Universal and Diagnostic Screeners: Literacy and Math</li><li>• Proceduralizing Districtwide Multi-Tiered System of Support (MTSS)</li></ul> <p><b>MULTI-TIERED SYSTEM OF SUPPORT</b></p> <ul style="list-style-type: none"><li>• Establishing Processes for Tier 1, Tier 2 and Tier 3 Instruction at all levels</li><li>• Creating MTSS handbook</li></ul>	<p><b>WORLD'S BEST WORKFORCE PLAN</b></p> <ul style="list-style-type: none"><li>• Increasing Educator Capacity to Engage in Regular Viewing of Data to Identify Areas of Success and Potential Opportunities</li><li>• Provide Professional Development in Elementary Literacy</li></ul> <p><b>STANDARDS AND INSTRUCTION REVIEW CYCLE</b></p> <ul style="list-style-type: none"><li>• Embedding WIDA 2020 ELD Standards for content areas in the cycle</li></ul>	<p><b>WORLD'S BEST WORKFORCE PLAN</b></p> <ul style="list-style-type: none"><li>• Intervention and Extension Time Provided During the School Day</li><li>• Targeted Services Provided to Extend Learning Opportunities</li><li>• Homework Procedures with Assessment Retakes Available for All Students - HS</li><li>• Credit Recovery Options</li></ul> <p><b>STANDARDS AND INSTRUCTION REVIEW CYCLE</b></p> <ul style="list-style-type: none"><li>• Aligning Curriculum to State Standards and Ensuring Coverage of Maximum Number of Standards</li><li>• Providing an Updated Scope and Sequence for Teachers</li><li>• Providing Teachers with a List of Resources that Support Core Instruction</li></ul>

# Our Big Work 2024-25



Learning Work	Implementation Work	Standard Work
<b>WORLD'S BEST WORKFORCE PLAN</b> <ul style="list-style-type: none"><li>Determining implications of the READ ACT for secondary</li><li>Identifying universal and diagnostic Screeners: Literacy-secondary</li></ul>	<b>WORLD'S BEST WORKFORCE PLAN</b> <ul style="list-style-type: none"><li>Using Data to Identify Areas of Success and Potential Opportunities for Growth at All Levels</li><li>Providing Professional Development in Literacy at All Levels</li><li>Utilizing Multi-Tiered System of Support (MTSS) Framework to Support Student Learning</li><li>Using Universal and Diagnostic Screeners to Focus Instruction: Literacy and Math</li></ul>	<b>STANDARDS AND INSTRUCTION REVIEW CYCLE</b> <ul style="list-style-type: none"><li>Embedding WIDA 2020 English Language Development Standards for Content Areas in the Review Cycle</li><li>Aligning Curriculum to State Standards and Ensuring Coverage of Maximum Number of Standards</li><li>Providing Updated Scope and Sequence to Teachers</li><li>Creating List of Resources to Teachers to Support Instruction</li></ul>



# STUDENT PATHWAYS AND SYSTEMIC SUPPORTS

We will provide meaningful and relevant learning opportunities,  
and establish a system of academic and social-emotional  
support based on the needs of each student.

# Why

We will provide meaningful and relevant **learning opportunities**, and establish a **system of academic and social-emotional support** based on the needs of each student.

## CORE VALUES



### CONNECTIONS

Building meaningful relationships through empathy, kindness, patience, and respect that lead to trust and understanding.



### INTEGRITY

Demonstrating care, reliability, and honesty while keeping students at the center of decision-making.



### EQUITY

Ensuring each individual receives what they need to reach their full potential.



### EXCELLENCE

Setting a high standard through quality instruction and opportunities with a focus on continuous improvement and risk-taking.



### EDUCATIONAL INNOVATION

Educating students through new ideas and methods that increase student engagement, and encourage creativity, critical thinking, and collaboration.

# Our Big Work 2023–2024



Learning Work	Implementation Work	Standard Work
<p><b>HIGH SCHOOL REDESIGN</b></p> <ul style="list-style-type: none"> <li>Research Student Pathways</li> <li>Community and Business Partner Input</li> <li>Program Evaluation (International Baccalaureate/Project Lead The Way)</li> </ul> <p><b>MULTI-TIERED SYSTEM OF SUPPORT</b></p> <ul style="list-style-type: none"> <li>Elementary Processes for Tier 2 and Tier 3</li> <li>Secondary Processes for Tier 1, Tier 2 and Tier 3 Instruction</li> </ul> <p><b>TARGETED SERVICES</b></p> <ul style="list-style-type: none"> <li>Middle School After-School Programming</li> </ul> <p><b>PRINCIPAL EVALUATION PROCESS</b></p> <ul style="list-style-type: none"> <li>Review and Enhance Process</li> </ul>	<p><b>ACHIEVEMENT &amp; INTEGRATION PLAN</b></p> <ul style="list-style-type: none"> <li>K-12 Indigenous Education Programming</li> </ul> <p><b>SCHOOL IMPROVEMENT PLANS</b></p> <ul style="list-style-type: none"> <li>Learning Leaders Support Based on Strategic Directions</li> <li>District Administrative Team Meetings Based on Core Values</li> </ul> <p><b>TARGETED SERVICES</b></p> <ul style="list-style-type: none"> <li>K-5 Before and After school Programming</li> </ul> <p><b>SOWASHCO ONLINE</b></p> <ul style="list-style-type: none"> <li>Comprehensive Course Offerings 9–12</li> </ul> <p><b>MENTAL HEALTH/SOCIAL EMOTIONAL LEARNING SUPPORT</b></p> <ul style="list-style-type: none"> <li>Colocated Services</li> <li>Social Work Professional Learning Communities (PLC)</li> </ul> <p><b>MULTI-TIERED SYSTEM OF SUPPORT</b></p> <ul style="list-style-type: none"> <li>Elementary Processes for Tier 1</li> </ul>	<p><b>TARGETED SERVICES</b></p> <ul style="list-style-type: none"> <li>K-8 Summer Programming</li> </ul> <p><b>IMPLEMENTATION OF CURRICULUM</b></p> <ul style="list-style-type: none"> <li>K-12 Classroom Walkthroughs</li> </ul> <p><b>ACHIEVEMENT AND INTEGRATION PLAN</b></p> <ul style="list-style-type: none"> <li>AVID</li> <li>Culturally and Linguistically Responsive Teaching (CLRT)</li> <li>Elementary Academic Success Coaches</li> </ul>

# Our Big Work 2024–2025



Learning Work	Implementation Work	Standard Work
<p><b>WORLD'S BEST WORKFORCE PLAN</b></p> <ul style="list-style-type: none"> <li>Determining implications of the READ ACT for secondary</li> <li>Identifying universal and diagnostic Screeners: Literacy- secondary</li> </ul>	<p><b>HIGH SCHOOL REDESIGN</b></p> <ul style="list-style-type: none"> <li>Revised Course Guide, Course Cards, Registration Processes</li> </ul> <p><b>MENTAL HEALTH/SOCIAL EMOTIONAL LEARNING SUPPORT</b></p> <ul style="list-style-type: none"> <li>Colocated Services</li> <li>Social Work Professional Learning Communities (PLC)</li> </ul> <p><b>MULTI-TIERED SYSTEM OF SUPPORT</b></p> <ul style="list-style-type: none"> <li>Elementary Processes for Tier 2 and Tier 3</li> <li>Secondary Processes for Tier 1, Tier 2 and Tier 3 Instruction</li> </ul> <p><b>SOWASHCO ONLINE</b></p> <ul style="list-style-type: none"> <li>Comprehensive Course Offerings 9–12</li> </ul> <p><b>TARGETED SERVICES</b></p> <ul style="list-style-type: none"> <li>Middle School After-School Programming</li> </ul> <p><b>PRINCIPAL EVALUATION PROCESS</b></p> <ul style="list-style-type: none"> <li>Review and Enhance Process</li> </ul>	<p><b>ACHIEVEMENT AND INTEGRATION PLAN</b></p> <ul style="list-style-type: none"> <li>K-12 Indigenous Education Programming</li> </ul> <p><b>SCHOOL IMPROVEMENT PLANS</b></p> <ul style="list-style-type: none"> <li>Learning Leaders Support Based on Strategic Directions</li> <li>District Administrative Team Meetings Based on Core Values</li> </ul> <p><b>MULTI-TIERED SYSTEM OF SUPPORT</b></p> <ul style="list-style-type: none"> <li>Elementary Processes for Tier 1</li> </ul> <p><b>TARGETED SERVICES</b></p> <ul style="list-style-type: none"> <li>K-5 Before and After School Programming</li> </ul> <p><b>MENTAL HEALTH/SOCIAL EMOTIONAL LEARNING SUPPORT</b></p> <ul style="list-style-type: none"> <li>Colocated Services</li> <li>Social Work Professional Learning Communities (PLC)</li> </ul>





# OPERATIONS, STAFFING AND FINANCE

We will invest in our employees, and be accountable for effective and efficient management of resources.



# Why

We will **invest** in our employees, and **be accountable** for **effective and efficient management** of resources.

## CORE VALUES



### CONNECTIONS

Building meaningful relationships through empathy, kindness, patience, and respect that lead to trust and understanding.



### INTEGRITY

Demonstrating care, reliability, and honesty while keeping students at the center of decision-making.



### EQUITY

Ensuring each individual receives what they need to reach their full potential.



### EXCELLENCE

Setting a high standard through quality instruction and opportunities with a focus on continuous improvement and risk-taking.



### EDUCATIONAL INNOVATION

Educating students through new ideas and methods that increase student engagement, and encourage creativity, critical thinking, and collaboration.

# Our Big Work 2023–2024



Learning Work	Implementation Work	Standard Work
<p><b>PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Literacy/Read Act Professional Development</li> </ul> <p><b>PERFORMANCE REVIEWS/EVALUATIONS</b></p> <ul style="list-style-type: none"> <li>Principal Evaluation Rubric and Mentor Program</li> <li>Rubric Redesign for Licensed Staff</li> <li>Performance Evaluations for Non-Licensed Staff</li> </ul> <p><b>OPERATIONAL SYSTEMS (HR/FINANCE/PAYROLL)</b></p> <ul style="list-style-type: none"> <li>Systems Review and Enhancements</li> <li>Workflow and Data Storage Review</li> </ul> <p><b>DELIVERY SYSTEM FOR TRANSPORTATION</b></p> <ul style="list-style-type: none"> <li>Mileage</li> <li>Radius</li> <li>Hazards</li> <li>Opt-in</li> </ul> <p><b>LONG RANGE FACILITY PLANNING</b></p> <ul style="list-style-type: none"> <li>Construction Planning</li> </ul> <p><b>TECHNOLOGY LIFE CYCLE</b></p> <ul style="list-style-type: none"> <li>New Student Device Distribution Structure</li> </ul> <p><b>VISION CARDS</b></p>	<p><b>PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Opportunities for Non-Licensed Staff</li> <li>Onboarding, Mentoring and Professional Development</li> </ul> <p><b>RECRUITMENT &amp; RETENTION</b></p> <ul style="list-style-type: none"> <li>Staff of Color</li> <li>Special Education Staff</li> </ul> <p><b>DELIVERY SYSTEM FOR TRANSPORTATION</b></p> <ul style="list-style-type: none"> <li>Student Badge</li> </ul>	<p><b>CONTRACT NEGOTIATIONS</b></p> <ul style="list-style-type: none"> <li>Teachers</li> <li>Principals</li> <li>Bus Drivers/Assistants</li> <li>Office Professionals</li> </ul> <p><b>FINANCE</b></p> <ul style="list-style-type: none"> <li>Monitoring Budget and Fund Balance with Additions to the System</li> </ul> <p><b>LONG RANGE FACILITY PLANNING</b></p> <ul style="list-style-type: none"> <li>Monitoring Space Needs</li> <li>Exploring Alternate Sites</li> <li>Long Term Facilities Maintenance 10-year Plan</li> </ul> <p><b>RECOGNITION</b></p> <ul style="list-style-type: none"> <li>Be Amazing Recognitions</li> <li>Employee Recognition Event</li> </ul>

# Our Big Work 2024-2025



Learning Work	Implementation Work	Standard Work
<p><b>OPERATIONAL SYSTEMS (HR/Finance/Payroll)</b></p> <ul style="list-style-type: none"><li>• Systems Review and Enhancements</li><li>• Workflow and Data Storage Review</li></ul>	<p><b>PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"><li>• Literacy/Read Act Professional Development</li><li>• Opportunities for Non-Licensed Staff</li><li>• Onboarding, Mentoring and Professional Development</li></ul> <p><b>RECRUITMENT &amp; RETENTION</b></p> <ul style="list-style-type: none"><li>• Staff of Color</li><li>• Special Education Staff</li></ul> <p><b>PERFORMANCE REVIEWS/EVALUATIONS</b></p> <ul style="list-style-type: none"><li>• Evaluations for Non-Licensed Staff</li><li>• Principal Evaluation Rubric and Mentor Program</li><li>• Performance Evaluations for Non-Licensed Staff</li></ul> <p><b>LONG RANGE FACILITY PLANNING</b></p> <ul style="list-style-type: none"><li>• Construction</li></ul> <p><b>DELIVERY SYSTEM FOR TRANSPORTATION</b></p> <p><b>TECHNOLOGY LIFE CYCLE</b></p> <ul style="list-style-type: none"><li>• New Student Device Distribution Structure</li></ul> <p><b>VISION CARDS</b></p>	<p><b>CONTRACT NEGOTIATIONS</b></p> <ul style="list-style-type: none"><li>• Paraprofessionals</li><li>• Maintenance</li><li>• Bus Mechanics</li><li>• Kids Club Supervisors</li><li>• Nutrition Services</li><li>• District Office Support Specialists (DOSS)</li></ul> <p><b>FINANCE</b></p> <ul style="list-style-type: none"><li>• Monitoring Budget and Fund Balance with Additions to the System</li></ul> <p><b>DELIVERY SYSTEM FOR TRANSPORTATION</b></p> <ul style="list-style-type: none"><li>• New Routing</li></ul> <p><b>LONG RANGE FACILITY PLANNING</b></p> <ul style="list-style-type: none"><li>• Monitoring Space Needs</li><li>• Exploring Alternate Sites</li><li>• Long Term Facilities Maintenance 10-year Plan</li></ul>



# ENGAGEMENT AND PARTNERSHIPS

We will work together to promote engagement and the sharing of resources to build stronger family and community connections.

# Why

We will **work together** to **promote engagement** and the **sharing of resources** to build stronger **family and community connections**.

## CORE VALUES



### CONNECTIONS

Building meaningful relationships through empathy, kindness, patience, and respect that lead to trust and understanding.



### INTEGRITY

Demonstrating care, reliability, and honesty while keeping students at the center of decision-making.



### EQUITY

Ensuring each individual receives what they need to reach their full potential.



### EXCELLENCE

Setting a high standard through quality instruction and opportunities with a focus on continuous improvement and risk-taking.



### EDUCATIONAL INNOVATION

Educating students through new ideas and methods that increase student engagement, and encourage creativity, critical thinking, and collaboration.

# Our Big Work 2023-24



Learning Work	Implementation Work	Standard Work
<p><b>MULTILINGUAL SUPPORTS</b></p> <ul style="list-style-type: none"> <li>• <b>Translations</b> <ul style="list-style-type: none"> <li>◦ Website and Newsletter Platform</li> <li>◦ Student Reports</li> </ul> </li> <li>• <b>Interpreting services</b> During Conferences and the Registration Process</li> </ul> <p><b>STANDARD NEWSLETTER PLATFORM</b></p> <ul style="list-style-type: none"> <li>• Create Consistency in School Communications Across Schools and Levels</li> <li>• Translations for All Communications</li> </ul> <p><b>LITERACY CAMPAIGN</b></p> <ul style="list-style-type: none"> <li>• Partnership with Families</li> <li>• Community Outreach and Events</li> </ul> <p><b>TECH SUPPORT FOR FAMILIES</b></p> <ul style="list-style-type: none"> <li>• <b>Family Education:</b> Create a Plan for Using Birth-22+ Communication, Engagement and Learning Tools <ul style="list-style-type: none"> <li>◦ Teaching Families about Student Technology</li> <li>◦ Online Tutorials</li> </ul> </li> <li>• <b>Parent and Adult Resources</b> <ul style="list-style-type: none"> <li>◦ Adult Education Open Lab Sessions</li> <li>◦ Family Skills (Supporting Students Beyond Early Childhood Family Education (ECFE)</li> </ul> </li> </ul>	<p><b>COMMUNITY ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Fun, Engaging Activities to Connect Families with SoWashCo Schools</li> <li>• Develop Processes and Procedures for Community Partnerships</li> </ul> <p><b>PARTNER WITH SOWASHCO CARES EDUCATION FOUNDATION</b></p> <ul style="list-style-type: none"> <li>• Basic Needs</li> <li>• Staff Recognition</li> </ul> <p><b>COMMUNITY OUTREACH</b></p> <ul style="list-style-type: none"> <li>• Skoolie</li> <li>• Community Education Programs</li> <li>• One Woodbury Event</li> <li>• Washington County Opioid Event</li> <li>• Cultural Events</li> </ul> <p><b>DISTRICT ADVISORY AND KEY COMMUNICATORS</b></p> <ul style="list-style-type: none"> <li>• Representation from All Advisory Groups Convene 2-3 Times Per Year to Provide Feedback on Key District Initiatives</li> </ul>	<p><b>INTENTIONAL COMMUNITY OUTREACH</b></p> <ul style="list-style-type: none"> <li>• <b>Accessible</b> <ul style="list-style-type: none"> <li>◦ Multiple Languages</li> <li>◦ Diverse Platforms (Print, Web, Video, Social Media)</li> </ul> </li> <li>• Easy to Read</li> </ul> <p><b>COLLABORATIVE EARLY LEARNING</b></p> <ul style="list-style-type: none"> <li>• Inclusive Classrooms</li> <li>• Shared Professional Development</li> <li>• Community Provider Training and Support</li> </ul> <p><b>DISTRICT ADVISORY COMMITTEES</b></p> <ul style="list-style-type: none"> <li>• Diversity, Equity and Inclusion Advisory Committee</li> <li>• Advisory Staff Development Committee</li> <li>• District Ambassadors</li> <li>• Community Education Advisory Committee</li> <li>• Citizens' Financial Advisory Committee</li> <li>• Curriculum Advisory Committee</li> <li>• Early Childhood Family Education</li> <li>• Special Education Advisory Committee</li> <li>• District Data and Assessment Committee</li> </ul>

# Our Big Work 2024–25



Learning Work	Implementation Work	Standard Work
<p>Explore Updates to Conferences - Flexible AM/PM Schedule, Transportation and Language Supports</p>	<p><b>MULTILINGUAL SUPPORTS</b></p> <ul style="list-style-type: none"><li>• <b>Translations</b><ul style="list-style-type: none"><li>◦ Website and Newsletter Platform</li><li>◦ Student Reports</li></ul></li><li>• <b>Interpreting services</b> for Conferences and During the Registration Process</li></ul> <p><b>LITERACY CAMPAIGN</b></p> <ul style="list-style-type: none"><li>• Partnership with Families</li><li>• Community Outreach and Events</li></ul> <p><b>STANDARD NEWSLETTER PLATFORM</b></p> <ul style="list-style-type: none"><li>• Create Consistency in School Communications Across Schools and Levels</li><li>• Translations for All Communications</li></ul> <p><b>TECH SUPPORT FOR FAMILIES</b></p> <ul style="list-style-type: none"><li>• <b>Family Education:</b> Create a Plan for Using Birth-22+ Communication, Engagement and Learning tools<ul style="list-style-type: none"><li>◦ Teaching Families About Student Technology</li><li>◦ Online Tutorials</li></ul></li><li>• <b>Parent Academy</b><ul style="list-style-type: none"><li>◦ Adult Education Open Lab Sessions</li><li>◦ Family Skills</li></ul></li></ul>	<p><b>INTENTIONAL COMMUNITY OUTREACH</b></p> <ul style="list-style-type: none"><li>• Accessible<ul style="list-style-type: none"><li>◦ Multiple Languages</li><li>◦ Diverse Platforms (Print, Web, Video, Social Media)</li></ul></li><li>• Easy to Read</li></ul> <p><b>COLLABORATIVE EARLY LEARNING</b></p> <ul style="list-style-type: none"><li>• Inclusive Classrooms</li><li>• Shared Professional Development</li><li>• Community Provider Training and Support</li></ul>



A measure is a number that can be used in calculations

District VisionCard ~ SAMPLE ~							
Area	Measure	Wt. %	Level 1 Intervention 1.0 – 1.9	Level 2 High Concern 2.0 – 2.9	Level 3 Minimally Acceptable 3.0 – 3.9	Level 4 Progressing 4.0 – 4.9	Level 5 Vision 5.0 +
STUDENT	Students reporting feeling 1) safe and respected, and 2) their learning is fun/enjoyable, on a regular basis. (Survey)		< 65% of students surveyed strongly agree	65-69% of students surveyed strongly agree	70-74% of students surveyed strongly agree	75-80% of students surveyed strongly agree	> 80% of students surveyed strongly agree
	Grade K students assessed to be Ready for K		<65% of Grade K students	65-6 % of Grade K students	70-74% of Grade K students	75-80% of Grade K students	>80% of Grade K students
	Grades 3-8 Students assessed to be more than 1 year behind grade level in Reading		>25 % of students	21 – 25 % of students	16 – 20% of students	10 – 15 % of students	< 10 % of students
	Grades 9-12 Students on-track to graduation by credits earned on a quarterly basis		< 80 % of students	80-84% of students	85-89% of students	90-95% of students	>95% of students
STAFF	Licensed staff attendance per grading period <i>Exclusive of long-term illness/absence, professional development, and excused absence</i>		< 75% of licensed staff are absent 2 or less days	75-79% of licensed staff are absent 2 or less days	80-84% of licensed staff are absent 2 or less days	85-90% of licensed staff are absent 2 or less days	>90% of licensed staff are absent 2 or less days
	Staff reporting feeling valued, supported, and respected in their jobs (Survey)		< 60% of staff surveyed	60-64% of staff surveyed	65-69% of staff surveyed	70-75% of staff surveyed	>75% of staff surveyed
	Staff reporting high to very high usefulness of Professional Development w/i 90 days (Survey)		< 70% of staff surveyed	70-74% of staff surveyed	75-79% of staff surveyed	80-85% of staff surveyed	>85% of staff surveyed
	PDP Goals met on a grading period basis		<60 % of staff met all IPDP goals set	60-69 % of staff met all IPDP goals set	70-79 % of staff met all IPDP goals set	80-90 % of staff met all IPDP goals set	>90 % of staff met all IPDP goals set
FAMILY	I believe my student feels safe at school. (Survey)		<80% or more surveyed agree	80-84% or more surveyed agree	85-89% or more surveyed agree	90-95% or more surveyed agree	>95% or more surveyed agree
	I believe that my student's learning is engaging and enjoyable. (Survey)		<80% or more surveyed agree	80-84% or more surveyed agree	85-89% or more surveyed agree	90-95% or more surveyed agree	>95% or more surveyed agree
	I feel informed and can easily access information from teachers, school and district. (Survey)		<80% or more surveyed agree	80-84% or more surveyed agree	85-89% or more surveyed agree	90-95% or more surveyed agree	>95% or more surveyed agree
	I believe the teacher/school is responsive to my student's needs. (Survey)		<80% or more surveyed agree	80-84% or more surveyed agree	85-89% or more surveyed agree	90-95% or more surveyed agree	>95% or more surveyed agree
DISTRICT	Staff Retention <i>(not including retirement, FMLA, relocation)</i>		<80% staff retention annually	80-84% staff retention annually	85-89% staff retention annually	90-95% staff retention annually	>95% staff retention annually
	% of Resident Students Enrolled in District		<75% market share	75-79% market share	80-84% market share	85-90% market share	>90% market share
	% of resident children attending Early Childhood and School Readiness Programming		<75% market share	75-79% market share	80-84% market share	85-90% market share	>90% market share
	District referenda revenue compared to State and other Districts our size		Outside of 25 % of comparable districts	Within 25 % of comparable districts	Within 20 % of comparable districts	Within 15 % of comparable districts	Within 10 % of comparable districts

so wash co SCHOOLS

Metrics have a goal or performance attached

The background of the slide is white and decorated with numerous circles in three colors: dark blue, teal, and beige. Some circles are solid, while others are overlapping, creating a pattern of intersecting shapes. The circles are scattered across the entire slide, with a higher density around the central text.

**Questions?**